

Committee on Equal Opportunities
Minutes
April 15, 2002

The Committee on Equal Opportunities met Monday, April 15, 2002, in Room A at the Council on Postsecondary Education at 9 a.m. (ET). Members present were: Mr. Baker, Mr. Cunningham, Ms. Helm, Ms. Prather, Mr. Thomas, Ms. Watts, Mr. Welch, and Mr. Wilson. Members absent were: Mr. Graham, Mr. Robinson, and Ms. Weinberg. Mr. Barger chaired the meeting.

Corrections were made to page two, second paragraph from the bottom of the February 11, 2002, minutes. The corrected language is: The council's 2002-04 budget recommendation to the governor included a recommendation to provide \$487,800 in 2002-03 and \$502,400 in 2003-04 to make the 50 percent federal funds match for the land grant program. The minutes were approved as corrected.

Extend 1997-2002 Kentucky Plan until July 2004

Mr. Jackson explained that the current Kentucky plan expires July 30, 2002. The Partnership Agreement with the U.S. Department of Education's Office for Civil Rights, a companion commitment with the Kentucky Plan, expires December 31, 2002. In March 2003, the OCR is to notify Kentucky if it is to be released from the partnership. If the plan is extended, the committee can rethink the planning process as the new plan is developed.

Update 2002-04 Budget

Angela Martin, vice president for finance, reported that the governor might call a special session as early as April 22. Ms. Martin explained that the House version of the budget includes three added projects -- \$1.5 million for WKU for math and science; \$1.5 million to go to the Education Professional Standards Board for the teacher quality initiative; and \$750,000 for UK for an information technology project. The Senate removed those three projects and went back to more of what the governor originally intended. The council's recommendation is in both the Senate and the House versions -- \$332,500 for the Governor's Minority Student College Preparation Program in the first year and \$337,200 in the second year. The SREB doctoral program is \$255,000 in the first year and \$256,400 in the second year.

Status Report: UofL Teacher Education Program

Carol Garrison, provost; Doug Simpson, dean of the college of education; Lohelen Hambrick, director, minority teacher recruitment program; and Linda Irwin Devitas, associate dean for programs and accreditation, made a power point presentation to the committee.

Highlights of the presentation:

- UofL met all of the NCATE standards at a recent accreditation visit.
- In the early 1990s, the college of education started developing teacher preparation exclusively at the graduate level and the master of arts in teaching (MAT) program. The program was successful in a number of ways, but in the last three years enrollment decreased. So in 1999 the urban mission and emphasis on the teacher education program was reemphasized.
- The MAT program was modified so working adults could be a part of it. Two alternative routes to certification were developed in special education -- one for middle school teachers and one for secondary teachers. All were designed to allow people who are already university graduates to come into the profession.
- Two undergraduate programs were reinstituted -- early childhood and special education and elementary education. UofL is implementing counselors for the new millennium program that is designed to prepare more African American counselors.
- UofL has its first full-time director of minority teacher recruitment and a graduate assistant to support that office.
- Since 1999, the endowment for scholarships for minority students has increased to \$220,000 from \$49,000.
- UofL developed the Reach Program, a universitywide program to work with students with academic challenges. The program serves as a primary means of retaining students.
- A minority recruitment faculty and staff handbook was developed to provide consistent information to faculty search committees and to help recruit faculty of color. A member of the diversity committee serves on each faculty search committee. Ten percent African American faculty is expected by next fall. There are approximately 80 faculty in the department.
- Admission of minority students dipped in 2001. The university revised the admission standards to admit students who demonstrated an excellent chance of passing the PRAXIS. In 2002, the PRAXIS pass rate went from 88 percent to 93 percent. The college has received 33 applications from African Americans for fall 2002 with at least 17 more expected which would be the highest rate for African Americans in the last five years.
- There is a universitywide program that helps all students prepare for the PRAXIS. Additional support, if needed, is provided for African American and other students of color. A professor was hired to work with the GRE testing as well as the PRAXIS exam so students would be better prepared to be successful on those tests. Many of the Arts & Science faculty

have taken the PRAXIS exam. A task force to examine the content of the PRAXIS and some curriculum realignment resulted.

- The University of Louisville is going to take the lead in the creation of a consortium to address minority teacher recruitment and retention throughout the Commonwealth.
- UofL officials agreed to provide additional details about the enrollment, retention, graduation, teacher certification, and the pass rates for the PRAXIS exam – by race – at the June 10 meeting.

Ms. Prather recommended that the CEO be a facilitator and for staff to assist by identifying successful support programs for students (in or out of the state) for all institutions (public and private) and bring the institutions together for a discussion or a workshop. The cost would be divided among the institutions.

Campus Environment Teams

Rana Johnson made the presentation. Following the February 11 CEO meeting, council staff made a formal request for the campus environment teams to submit the names, race, department of its members, as well as the terms of the appointment, reporting structure, and the authority of the team. The institutions did not provide all of the requested information.

Mr. Wilson asked if term limits are staggered. Morehead and Northern Kentucky have staggered terms. Eastern and KSU reappoint year to year.

EKU (Sandra Moore) stated that there is at least a 50 percent carry over of membership, but that membership does change based on student population, graduation rates, etc.

MoSU (Francene Botts-Butler) made a correction to the report in that Morehead's CET reports to the president and that the chair of the CET is appointed by the president.

Ms. Watts asked if KSU had students on the CET. KSU (Ken Chatman) replied no, but the process is relatively open and students are engaged and involved. KSU will specifically make sure to get students and faculty on the team.

Ms. Helm suggested that the chart be shown again at the June 10 CEO meeting. Mr. Barger asked staff to again ask the institutions to provide information.

Institutional Racial Harassment Policies

Rana Johnson reported that EKU, MuSU, UK, and the KCTCS indicated that racial harassment policies are in place. UofL identified an interim policy that covers both discrimination and racial harassment with a permanent policy to be in place by fall 2002. The remaining institutions do not have formal racial harassment policies but indicated that racial harassment and discrimination are prohibited by existing institutional policies. Four institutions submitted affirmative action information, equal opportunity plans, and noted specific sections in their

student handbooks that highlight their stance on harassment and discrimination. WKU identified a racial harassment response team that was created to address racial incidents on their campus. Institutions stated that their policies are consistent with federal and state civil rights laws and the institutions pledged their support and commitment to diversity and to cultivate an atmosphere on campus free from discrimination and harassment.

Mr. Welch asked the institutional representatives to describe how and where harassment is defined in their policies.

MoSU (Francene Botts-Butler). The policies on discrimination are in accordance with Title VII of the 1964 Civil Rights Act, Title IX under the 1972 education amendment, and any other civil rights law, and are communicated in the student rights and responsibilities handbook that is distributed every fall. It is also on all documents that students come in contact with – employment applications, housing applications, admission to the university. It is also on the Web site. Discrimination workshops are held every semester on campus and every member of the CET has that information and is able to communicate that to the faculty and the staff. MoSU works with the Chamber of Commerce (which includes the judge executive and mayor) to make the community more student friendly.

KSU (Kenneth Chatman). The policies on discrimination are found on the Web, in the student and faculty handbooks, in catalogues, and in policy manuals. KSU also has a sexual harassment policy that is covered in these same documents. The student handbook on rights and responsibilities has a section that covers harassment. There is also an affirmative action piece that is a larger policy document that states to staff and others what can and should be expected as situations arise. There is an ongoing dialogue between campus police, the county sheriff, and the local police to address campus and community issues. A similar relationship exists with the local hospital.

NKU (Cheryl Nunez). Policies and procedures regarding discrimination are in the student handbook and on the NKU Web site. The policies are also communicated to students by the dean of students. Ms. Nunez meets with all new staff people on a regular basis and advises them of behaviors that violate NKU policies and procedures and identifies the points of contact for reporting violations.

UofL (Mordean Taylor-Archer). Every employee of the university is required to go through an on-line training about sexual harassment. The same training model is used for discrimination and harassment policies. The university does not know whether all employees complete the on-line training program.

EKU (Virginia Underwood and Sandra Moore). The policies are included in all publications including the student handbook, faculty handbook, staff handbook, as well as the graduate and undergraduate catalogues. There is mandatory training for employees including faculty, administrators, and staff. The multicultural student services office and the equal opportunity office provide training on harassment and discrimination as part of the instructional activity in the classroom. The university attempts to complete training annually, but at a minimum every two years. Records of attendance are maintained – attendees are required to sign in by name and

department. Attendance information is shared with supervisors in the event staff do not attend. Following the most recent CEO OCR campus visit, ECU began having monthly meetings with the Richmond chief of police to talk about the climate on campus and in the Richmond community.

MUSU (Annazette Fields). The MUSU racial harassment policy for students is in the student handbook. The orientation for new faculty and staff covers policies on harassment and discrimination. Policies are discussed at the annual faculty and staff retreats for current employees. The policies are included in all publications, posted on the Web, and on building bulletin boards. Special workshops are conducted by African American Student Services for student groups that are likely to be the victims of harassment or discrimination. In fall 2002, a statement on discrimination and racial harassment will be on the syllabi of all courses.

KCTCS (Lawrence Fortson). The discrimination policy is on the KCTCS Web site and mandatory training is conducted at each of the 28 college campuses during the fall. Training sessions are conducted annually on the campuses regarding discrimination.

Student Performance 2001 PRAXIS

A status report was included in the meeting agenda packet. Phillip Rogers & Wendell Cave, staff of the Education Professional Standards Board, responded to questions from members of the committee.

Mr. Thomas expressed concern about the KSU student PRAXIS exam pass rate and asked the KSU representative for an explanation. Ken Eke, vice president for academic affairs, stated that program personnel have changed, the assessment standards have changed, and the teacher education program itself has changed. The program entry requirements have changed from a GPA of 2.5 to 2.75 and an ACT score requirement of 17 to 21. Also, a writing competency is now required for students to gain admission into the teacher education program. Workshops on the PRAXIS exam are offered to – but not required of – students in the teacher education program.

Mr. Rogers stated that the EPSB has provided some new flexible regulations for admission to the teacher education programs. There appears to be a high correlation between the students' ACT score and passing the PRAXIS exam. Institutions cannot admit students and then forget them until they get to the PRAXIS. If students are admitted to the teacher education programs under loosened admission standards, the admitting institution should provide remedial support services of high quality including critical thinking and multiple choice questions.

Mr. Rogers explained that there is no limit on the number of times a student may take the PRAXIS and the institutions are not penalized for this. If a student is not successful the first time the PRAXIS is taken, 65 percent of them are successful the second time they take the test. The data show that if the test is taken in the junior year, there is a higher pass rate than if taken as a senior. And if the test is taken in the senior year, there is a higher probability of passing than if taken after graduation. For each year removed from graduation, the probability of passing the test is lower. Institutions should align their coursework with the topics that are on the PRAXIS

exam that a student will be taking for certification and also identify the ideal time during a student's academic career to be tested. ETS provides software, at no charge, to assist students to prepare for the PRAXIS exam.

The EPSB provides at the Web site KyEducators.org a free module that is fairly extensive and has two sections on taking the PRAXIS -- the first section is designed for the institution and faculty and the second section is designed for students.

The EPSB staff thanked the CEO for its interest in teacher education programs and pledged assistance in any way that it can.

The Kentucky Educator Preparation Program (KEPP) report card is on the EPSB Web site and displays information about all institutions -- statewide pass rates, 1999 data, and soon the 2000 data. Also, the results of the survey of students and their supervisors regarding their experience training as teachers in Kentucky are posted.

Remarks by Joanne Glasser, president, Eastern Kentucky University

EKU has created a diversity scholarship using the proceeds from the president's inauguration activities (to date \$40,000). The scholarship is named for Ms. Glasser.

The campus environment team is charged with meeting regularly and making recommendations on actions, events, and committees that need to be established. This committee produced a work plan that is going to be an ongoing document. Two open forums were held in the spring with faculty, staff, and students attending.

A new position -- special assistant to the provost for university diversity -- has been established. Sandra Moore accepted the position and will work directly with the provost and the president on issues of recruitment and retention of faculty, staff, and student minority populations. Ms. Moore is also going to continue to work with the diversity committee and will focus on workshops, scheduling events, and helping to foster and support an open inclusive environment and campus climate.

EKU held its first diversity day. It was a day of workshops and events sponsored by the Richmond community and EKU campus organizations.

An outside facilitator and trainer (an expert on diversity training) will be on campus to provide a half-day workshop with all of the deans, vice presidents, the president, and all of the administrative and provost council. The facilitator will then conduct a day and a half workshop on campus focusing on the diversity committee and training the trainers.

Status Report: KSU Teacher Education Program

Mr. Ken Eke, vice president for academic affairs; Mr. George Calhoun, dean of the college of professional studies; and Mr. Paul Woods, chair, division of education and human services, addressed the committee.

Mr. Baker expressed his concern about KSU's poor pass rate on the PRAXIS exam. Mr. Eke stated that KSU has done several things to improve the teacher education program. Admission requirements were raised. The curriculum has been realigned. The general education curriculum is being revised. The teacher education program is being realigned to meet the new PRAXIS requirements. Students in the pipeline who have taken the test but did not experience the new curriculum are being targeted to be brought back to the campus (at KSU's expense) for additional preparation for the PRAXIS exam.

The university began making changes in 2000-2001. In 1999-2000, the focus of the university was to address issues required to retain program accreditation. All courses now reflect adherence to the NCATE and the Kentucky new teacher standards. Students now must take the PRAXIS exam in order to do their student teaching. In 2003, students will be required pass the PRAXIS exam before student teaching -- so the pass rate is guaranteed 100 percent. KSU is working with students individually through their advisors and are offering classes in the evening, whereas before all of the classes were day classes. The university is committed to providing resources and to producing a better product.

Ms. Prather asked about the participation rate of students taking advantage of support services. Paul Woods stated that approximately 85 percent of the students participate in workshops or activities for PRAXIS. There are six sessions on the PRAXIS exam. However, contrary to what people believe, students are not admitted into the teacher education program until the beginning of their junior year. Students are not admitted at the time they declare teacher education as a major. After they are admitted, the students are asked to participate in the workshops as their schedule permits. Both faculty and students are encouraged to participate in the workshops on how to be successful on the PRAXIS exam.

The committee asked that KSU report back to the CEO in June about the pass rate of those students who took the test during fall 2001 and spring 2002. Dr. Woods, Dr. Eke, and Dr. Calhoun agreed to attend the June meeting to discuss the PRAXIS pass rates.

The committee expressed concern that the number of students taking the test dropped by at least one-third and the pass rate of the lower number of test takers also dropped by about one-third.

Mr. Calhoun stated that in 1997 the university was placed on probation. The enrollment in the program went from 343 students in 1997 to about 140 in 1999 -- a significant number of the students left the program because the program possibly could have been closed. KSU is now rebuilding the program enrollment. There are 292 students -- freshmen, sophomores, juniors, and seniors -- who have declared an education major as of spring 2002. But only 69 of the 292 students have been officially admitted to the teacher education program. Those not yet admitted must complete the interview, the PPST, the ACT, and the writing competency requirement. Once the students are admitted to the program, they are officially reported to the EPSB.

KSU has outreach programs. KSU sponsors student national education associations in various high schools to persuade young people to become teachers. There are programs with the community colleges to recruit associate degree recipients to enroll at KSU to finish the

baccalaureate degree. The university is doing all that it can to recruit more students into the education program. By 2005, the next accreditation, KSU hopes to have approximately 450 students in the program. The university offers refresher programs at no cost to students who are not successful on the PRAXIS exam. It is the university's way of guaranteeing its product. Also the university is working with ETS to identify best practices for making program improvements. As of August 2001, KSU now serves as a PRAXIS exam test site.

A motion was made by Ms. Prather and seconded by Mr. Thomas that the committee send a letter to president George W. Reid with copies to the Governor, the KSU Board of Regents, and the council expressing grave concern about the teacher education issue at KSU. The motion passed with Mr. Wilson and Ms. Helm abstaining from the vote.

Subcommittee Report: Template for Submitting Waiver Requests

A template for submitting requests for a waiver had not been developed as of the April meeting. The template will be available for review and action by the committee at the June meeting.

Reports and Comments by Institutional EEO Representatives

The committee suggested that a letter be sent to UofL President John Shumaker expressing concern that, during a suspension, the TKE Fraternity received an award for completing the community service that was part of their punishment. The award was presented during a nationally televised basketball game.

UofL (Mordean Taylor-Archer). When a racial incident occurs on campus, it goes on the Web so the university community will know about it. A rapid response team was formed so that whenever these incidents occur the group starts an investigation immediately.

The UofL college chapter of the NAACP sponsored two forums on race. The provost established two advisory committees to keep the provost and other members of the administration informed about issues. The first consists of African American faculty and staff, and the other consists of African American students. The campus environment team and the college of arts and sciences are doing focus groups for the rest of the spring semester. The groups are looking at student satisfaction and the areas of concern that students have.

The president appointed a task force to develop a university diversity plan. Each unit will have to submit a diversity plan with measurable outcomes. The outcomes are to be monitored by the campus environment team (the university's commission on diversity and racial equality) and by Ms. Taylor-Archer.

NKU (Cheryl Nunez). Beginning with fall 2002, NKU is introducing a second learning community that is geared specifically to the needs and interests of African American students. Learning communities are groups or clusters of courses into which a cohort of students are enrolled and through which they develop a sense of community within the larger university. NKU data show that students do better in terms of academic success and retention.

The first half of a proposed living and learning community with the theme of social justice will begin fall 2002. The goal of this community is to bring students together across race and ethnicity in a living community in dorms that will be built and ready for occupancy in fall 2003. Participation is required for a minor for social justice. The academic component begins in fall 2002.

The dean of arts and sciences initiated an informal program last year to encourage department heads to hire faculty who contribute to the disciplines, teach courses, and support the African American studies project. That initiative is being expanded. An advisory committee was appointed to assist the departments. The provost recently convened a meeting to allow the advisory committee to offer its services to all of the deans at the university.

Northern is taking a different approach to sensitizing the community to diversity issues through the Students Together Against Racism (STAR) program. Training on racism has been provided on the NKU campus each of the past four years. It is a national program that was cited by the Clinton Administration's Commission on Race as one of the best in the country. The program's goal is to build capacity at the grassroots level. This process is being institutionalized by asking the community to hold the university accountable to the values being espoused. STAR is now implementing part of the training model in the local community.

Kentucky Association of Blacks in Higher Education (Sandra Moore). The 19th annual conference of the KABHE is scheduled for April 17-19. This year's theme is "KABHE our destiny and our resolve." The goals and objectives of the association are to provide professional development for the membership and also opportunity for networking. Ms. Moore will add the CEO and the council's membership to future mailings of KABHE.

Other Business:

Ms. Helm reminded staff to include information regarding the diversity of the council and KCTCS administrative units in the June 10 agenda.

Ms. Helm congratulated Sue Hodges Moore for being appointed interim president of the council. Ms. Helm expressed gratitude on behalf of the CEO to Mr. Davies for his leadership and vision in education reform.

The next CEO meeting is Monday, June 10, 2002, at 9 a. m. in the council offices in Frankfort.

The meeting adjourned 12:30 p.m.